Marketing

Evaluation Form

2025 Curricular Materials Review

# Publisher information

* Publisher Name:
* Title:
* ISBN #:
* Author:
* Copyright:
* Most Recently Published Edition and Website:
* Materials provided for evaluation:
* Intended Teacher Audience(s):
* Intended Student Audience(s):
* Is this curriculum in a digital format, print format, or both?

# Instruction

## Publishing Company

* Complete the curriculum evaluation form below. Please provide written justification as to how the material meets the criterion along with location references. If a justification requires additional space, please submit a response on an additional document.

## Review Team Member:

* Please use information and attachments to complete the curriculum evaluation form.
* Explain any discrepancies between your findings and the provided information.
* Findings, explanations, and comments should directly reflect the rubric.

Scoring for Alignment to Program Standards:

To evaluate each course’s materials for alignment to [**Marketing**](https://cte.idaho.gov/wp-content/uploads/2024/04/marketing-standards-2024-draft.pdf), analyze the materials against the relevant criteria in the tables below. Instructional materials must meet most criteria and metrics to align with program standards.

| 0 PointsNo Alignment | 1 PointPartial Alignment | 2 PointsHigh Alignment | NANot Applicable |
| --- | --- | --- | --- |
| Standard for Marketing is not evident. | There is some evidence of the Standard for Marketing. | Materials explicitly align to and support the Standard for Marketing through regular and authentic engagement opportunities for students. |  |

# CONTENT STANDARD CTE M.1.0: Professional Organizations and Leadership

### Performance Standard CTE M.1.1 Student Leadership in Career Technical Student Organizations (CTSO) and Professional Associations

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.1.1.1 Explore the role of professional organizations and/or associations in the marketing industry.
 | 0 1 2 N/A |  |
| 1. CTE M.1.1.2 Define the value, role, and opportunities provided through career technical student organizations.
 | 0 1 2 N/A |  |
| 1. CTE M.1.1.3 Engage in career exploration and leadership development.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.2.0: Business fundamentals

### Performance Standard CTE M.2.1 Fundamental Business Concepts

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.2.1.1 Describe the marketing concept.
 | 0 1 2 N/A |  |
| 1. CTE M.2.1.2 Describe the impact of marketing on the consumer.
 | 0 1 2 N/A |  |
| 1. CTE M.2.1.3 Describe activities involved in marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.2.1.4 Compare marketing strategies for products, services, ideas, and persons.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.3.0: economic systems, indicators/trends, and international concepts

### Performance Standard CTE M.3.1 Fundamental Economic Concepts

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.3.1.1 Compare goods and services.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.2 Describe the concept of economic resources.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.3 Describe microeconomics, macroeconomics, and personal finance.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.4 Define the forms of economic utility.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.5 Describe the principles of supply, demand, and equilibrium.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.6 Compare scarcity, trade, and production.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.7 Describe how quantity demand, quantity supply, and elasticity affect price.
 | 0 1 2 N/A |  |
| 1. CTE M.3.1.8 Describe economic situations that affect marketing decisions.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.3.2 Fundamental Economic Systems

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.3.2.1 Describe the types of economic systems.
 | 0 1 2 N/A |  |
| 1. CTE M.3.2.2 Describe the concept of private enterprise.
 | 0 1 2 N/A |  |
| 1. CTE M.3.2.3 Describe how competition benefits the consumer.
 | 0 1 2 N/A |  |
| 1. CTE M.3.2.4 Describe the role of government in market and command economies.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.3.3 Basic Economic Indicators/Trends

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.3.3.1 Describe the concept of productivity.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.2 Describe current global economic events that influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.3 Identify the importance of unemployment, inflation, and gross domestic product (GDP) as economic indicators.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.4 Describe the impact of economic cycles on business activities.
 | 0 1 2 N/A |  |
| 1. CTE M.3.3.5 Describe the economic impact of interest rate fluctuations.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.3.4 International Marketing and Trade

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.3.4.1 Describe the benefits and drawbacks of international marketing and trade.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.2 Identify cultural and social environments that affect marketing and trade.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.3 Evaluate factors that influence a nation’s ability to trade.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.4 Describe the purpose of the significant trade alliances between countries.
 | 0 1 2 N/A |  |
| 1. CTE M.3.4.5 Describe how scarcity and surplus influence trade between two or more countries.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.4.0: Ethics in business

### Performance Standard CTE M.4.1 Code of Ethics

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.4.1.1 Describe how culture influences business ethics.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.2 Describe how ethics affects the successful conduct of business.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.3 Describe the consequences of unethical business practices.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.4 Identify the effects of ethics on marketing and product development.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.5 Describe the roles of patents, copyrights, and trademarks.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.6 Define fraud.
 | 0 1 2 N/A |  |
| 1. CTE M.4.1.7 Describe how artificial intelligence (AI) can affect business ethics.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.5.0: External factors to marketing

### Performance Standard CTE M.5.1 External Factors that Impact Marketing

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.5.1.1 Describe how government regulations can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.2 Describe how concerns for the economy can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.3 Describe how concerns for the environment can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.4 Describe how special interest groups can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.5 Describe how culture can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.6 Describe how technology can influence marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.5.1.7 Describe how competition can influence marketing decisions.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.6.0: product/service management

### Performance Standard CTE M.6.1 Product Life Cycle

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.6.1.1 Describe how new products and services are conceived, developed, and market-tested.
 | 0 1 2 N/A |  |
| 1. CTE M.6.1.2 Identify the stages of the product life cycle.
 | 0 1 2 N/A |  |
| 1. CTE M.6.1.3 Describe how life cycle stages impact marketing strategies.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.6.2 Product Packaging and Branding

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.6.2.1 Identify the common elements and functions of product packaging.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.2 Describe the importance of packaging in marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.3 Identify the qualities of effective branding.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.4 Compare national, private label, generic brands, and product packaging.
 | 0 1 2 N/A |  |
| 1. CTE M.6.2.5 Describe the importance of branding in marketing strategies.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.6.3 Product Mix and Extensions

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.6.3.1 Define product mix.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.2 Describe how product mix affects marketing decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.3 Describe the advantages and disadvantages of product line diversification (e.g., extending product lines, adding new product lines).
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.4 Describe the role of cannibalization in product mix and extensions.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.5 Define industrial product categories and consumer product categories.
 | 0 1 2 N/A |  |
| 1. CTE M.6.3.6 Describe the need for comprehensive marketing of the extended product (e.g., warranty, service contract, and returns).
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.7.0: Pricing

### Performance Standard CTE M.7.1 Roles of Pricing and Pricing Strategies

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.7.1.1 Identify pricing objectives (e.g., market share, profit margin).
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.2 Identify the factors influencing product price (e.g., production cost, value perception, competition).
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.3 Identify pricing policies (e.g., volume-driven, wholesale, retail, regulations).
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.4 Describe the use of break‐even analysis to determine price.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.5 Calculate and set a product price using a variety of methods.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.6 Calculate a break‐even point using cost and price information.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.7 Describe the relationship between price and perceived quality.
 | 0 1 2 N/A |  |
| 1. CTE M.7.1.8 Describe how economies of scale affect pricing strategy.
 | 0 1 2 N/A |  |

# CONTENT STANDARD CTE M.8.0: place and distribution

### Performance Standard CTE M.8.1 Distribution Processes and Plans

| Student Competencies by Performance Standard | Meets Criteria | Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions in addition to page numbers. |
| --- | --- | --- |
| 1. CTE M.8.1.1 Describe the role of distribution.
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.2 Identify supply chain entities (e.g., producer, wholesaler, transportation, retailer, consumer).
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.3 Describe direct and indirect distribution strategies.
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.4 Compare the advantages and disadvantages of perpetual and physical inventory systems.
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.5 Identify sources of inventory loss (e.g., theft, shoplifting, pilferage, spoilage, obsolescence, damage).
 | 0 1 2 N/A |  |
| 1. CTE M.8.1.6 Describe how companies minimize shrinkage.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.9.0: promotional mix

### Performance Standard CTE M.9.1 Advertising

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.1.1 Identify the medium used to advertise (e.g., digital, print, broadcast).
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.2 Describe the importance of graphic design and copywriting in advertising.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.3 Describe the factors of an effective advertisement (e.g., clear and concise message, unique positioning statement, hook, appeal).
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.4 Identify the factors (e.g., audience, location) that determine the marketing medium selection.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.5 Describe how research can be used in advertising (e.g., demographics, audience segmentation, data, user experience).
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.6 Describe how marketing media choices drive creative decisions.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.7 Describe how technology (e.g., desktop, mobile, tablet, billboard) affects advertising strategy.
 | 0 1 2 N/A |  |
| 1. CTE M.9.1.8 Identify the components of an advertising budget.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.9.2 Sales Promotion

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.2.1 Choose appropriate sales promotion tools (e.g., display, print, digital, samples) for a product or service.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.2 Compare forms of sales promotion (e.g., specials, discounts).
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.3 Identify the components of a sales promotion budget within a company’s advertising budget.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.4 Describe how marketers combine trade and consumer promotions.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.5 Compare visual merchandising and displays.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.6 Analyze the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer convenience.
 | 0 1 2 N/A |  |
| 1. CTE M.9.2.7 Create a themed display.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.9.3 Public Relations

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.3.1 Identify forms of public relations activities (e.g., press releases, community events, philanthropy) used by marketers.
 | 0 1 2 N/A |  |
| 1. CTE M.9.3.2 Analyze the effectiveness of public relations activities used by marketers.
 | 0 1 2 N/A |  |
| 1. CTE M.9.3.3 Compare public relations activities (i.e., controllable) and publicity (i.e., uncontrollable).
 | 0 1 2 N/A |  |
| 1. CTE M.9.3.4 Discuss ways in which companies can manage unfavorable publicity.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.9.4 Personal Sales

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.9.4.1 Describe the importance of personal selling.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.2 Identify the steps involved in the personal selling process.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.3 Describe the characteristics of successful sales managers (e.g., personable, organized, knowledgeable).
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.4 Identify consumers' roles (e.g., buyer, influencer, user) and how these roles affect sales.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.5 Evaluate sales approaches (e.g., order‐getting, order‐taking).
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.6 Describe how sales forecasting contributes to business success.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.7 Identify the roles of sales personnel (e.g., openers, closers).
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.8 Compare rational buying, emotional buying, and brand loyalty.
 | 0 1 2 N/A |  |
| 1. CTE M.9.4.9 Identify the benefits of product features in the sales process.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.10.0: retail management

### Performance Standard CTE M.10.1 Retailing Support Activities

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.10.1.1 Compare cash, credit and debit card, and app sales transactions.
 | 0 1 2 N/A |  |
| 1. CTE M.10.1.2 Define returns, exchanges, and allowances.
 | 0 1 2 N/A |  |
| 1. CTE M.10.1.3 Describe the use of technology in retailing.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.4 Create a sales invoice.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.5 Calculate sales tax on a sales invoice.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.6 Describe miscellaneous charges that may be part of a sale.
 | 0 1 2 N/A |  |
| 1. CTE M 10.1.7 Demonstrate cash control procedures (e.g., balancing the cash drawer, giving proper change to customers, and calculating discounts).
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.11.0: Market research

### Performance Standard CTE M.11.1 Purpose and Forms of Market Research

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.11.1.1 Identify the steps in the market research process.
 | 0 1 2 N/A |  |
| 1. CTE M.11.1.2 Describe reasons for conducting market research.
 | 0 1 2 N/A |  |
| 1. CTE M.11.1.3 Compare primary and secondary sources of data in marketing research.
 | 0 1 2 N/A |  |
| 1. CTE M 11.1.4 Compare qualitative and quantitative research.
 | 0 1 2 N/A |  |
| 1. CTE M 11.1.5 Describe data collection and sampling techniques.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.12.0: Market characteristics

### Performance Standard CTE M.12.1 Marketing Segmentation

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.12.1.1 Compare the wholesale and retail markets.
 | 0 1 2 N/A |  |
| 1. CTE M.12.1.2 Describe market segmentation methods (e.g., demographics, psychographics, geographics).
 | 0 1 2 N/A |  |
| 1. CTE M.12.1.3 Forecast the marketing potential of market segments.
 | 0 1 2 N/A |  |
| 1. CTE M 12.1.4 Identify a target market for a given product or service.
 | 0 1 2 N/A |  |
| 1. CTE M 12.1.5 Describe marketing strategies used to reach a given target market.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.12.2 Market Positioning

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.12.2.1 Describe how a product or service can contribute to a company’s competitive advantage.
 | 0 1 2 N/A |  |
| 1. CTE M.12.2.2 Describe how manufacturing locations are selected.
 | 0 1 2 N/A |  |
| 1. CTE M.12.2.3 Compare a domestic marketing plan and an international marketing plan for a given product or service.
 | 0 1 2 N/A |  |
| 1. CTE M 12.2.4 Compare marketing plans between small and large businesses.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.13.0: Marketing plans

### Performance Standard CTE M.13.1 Components of Marketing Plans

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.13.1.1 Describe why market planning is essential for organization and product success.
 | 0 1 2 N/A |  |
| 1. CTE M.13.1.2 Identify the steps involved in the development of a marketing plan.
 | 0 1 2 N/A |  |
| 1. CTE M.13.1.3 Describe how the marketing plan addresses an organization’s marketing activities.
 | 0 1 2 N/A |  |
| 1. CTE M 13.1.4 Differentiate between strategic and short‐term, tactical planning.
 | 0 1 2 N/A |  |
| 1. CTE M 13.1.5 Demonstrate the ability to develop a marketing plan.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.14.0: Digital marketing

### Performance Standard CTE M.14.1 Concepts, Strategies, Language, and Systems to Convey Ideas and Information

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.14.1.1 Define digital marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.14.1.2 Describe the benefits of digital marketing.
 | 0 1 2 N/A |  |
| 1. CTE M.14.1.3 Compare digital marketing and traditional marketing.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.4 Describe how technology can influence customer behaviors.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.5 Describe how digital media and multimedia are used to execute marketing strategies.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.6 Identify practical elements of digital marketing.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.7 Identify legal and ethical considerations in digital media.
 | 0 1 2 N/A |  |
| 1. CTE M 14.1.8 Define key terms and concepts related to digital marketing (e.g., search, paid marketing, advertising, social media).
 | 0 1 2 N/A |  |

### Performance Standard CTE M.14.2 Search Engine Marketing (SEM)

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.14.2.1 Define search engine marketing (SEM).
 | 0 1 2 N/A |  |
| 1. CTE M.14.2.2 Describe how search engines function (e.g., crawling, indexing, ranking).
 | 0 1 2 N/A |  |
| 1. CTE M.14.2.3 Describe trends in keyword optimization.
 | 0 1 2 N/A |  |
| 1. CTE M 14.2.4 Identify keywords for optimization.
 | 0 1 2 N/A |  |
| 1. CTE M 14.2.5 Create metatags based on keyword research.
 | 0 1 2 N/A |  |

### CONTENT STANDARD CTE M.15.0: financing and financial analysis

### Performance Standard CTE M.15.1 Nature and Scope of Financing

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.15.1.1 Develop a marketing campaign budget.
 | 0 1 2 N/A |  |
| 1. CTE M.15.1.2 Describe the need for banking relations.
 | 0 1 2 N/A |  |
| 1. CTE M.15.1.3 Identify the advantages and risks associated with obtaining business credit.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.4 Describe the advantages and disadvantages of using bank or store cards for business transactions.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.5 Describe the legal considerations for obtaining and using credit.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.6 Describe loan evaluation criteria used by lending institutions.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.7 Complete a business or personal loan application package.
 | 0 1 2 N/A |  |
| 1. CTE M 15.1.8 Develop a personal budget and set financial goals.
 | 0 1 2 N/A |  |

### Performance Standard CTE M.15.2 Financial Resources

| Student Competencies by Performance Standard | Meets Criteria | Justification or Comments |
| --- | --- | --- |
| 1. CTE M.15.2.1 Describe the time value of money.
 | 0 1 2 N/A |  |
| 1. CTE M.15.2.2 Estimate the total cash needed to start a business.
 | 0 1 2 N/A |  |
| 1. CTE M.15.2.3 Compare marginal costs and sunk costs.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.4 Identify records needed for the daily operation of a business.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.5 Prepare pro forma financial statements for a business.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.6 Describe the role of financial ratios in decision-making.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.7 Determine the financial condition of a business based on its financial records.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.8 Identify potential business threats and opportunities.
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.9 Estimate project costs and return on marketing investment (ROMI).
 | 0 1 2 N/A |  |
| 1. CTE M 15.2.10 Describe the financial implications of product cannibalization.
 | 0 1 2 N/A |  |

# INDICATORS OF QUALITY RUBRIC:

**Access and Equity:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Materials are provided in a way that ensures all students have the opportunity to achieve success in the program of study, including by meeting Title IX, Americans with Disabilities Act and other accessibility requirements.
 |  |  |
| 1. Materials and assessments are free from bias, inclusive and non-discriminatory, and offered in a way that ensures all students have the opportunity to achieve success in the program of study.
 |  |  |
| 1. Contains guidance to support differentiated and culturally responsive (i.e., purposefully represents diverse cultures, linguistic backgrounds, learning styles and interests) instruction in the classroom so that every student’s need are addressed by including:
	1. Suggestions for how to promote equitable instruction by making connections to culture, home, neighborhood, and community as appropriate.
	2. Appropriate scaffolding, interventions, and supports, including integrated and appropriate reading, writing, listening, and speaking alternatives (e.g., translations, picture support, graphic organizers) that neither sacrifice content nor avoid language development for English language learners, special needs, or below grade level readers.
	3. Digital and print resources that provide various levels of readability.
	4. Modifications and extensions for all students, including those performing above their grade level, to deepen understanding of the content.
	5. Materials in multiple language formats.
 |  |  |

**Student Focus:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material supports the sequential and cumulative development of foundational skills and progresses in specificity to build students’ depth of knowledge and skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.
 |  |  |
| 1. Content and standards within the program of study are non-duplicative and vertically aligned to prepare students to transition seamlessly to the next level of education.
 |  |  |
| 1. The material provides many and varied opportunities for students to work with each standard within the grade level.
 |  |  |
| 1. The material cross-references and integrates other content areas.
 |  |  |
| 1. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.
 |  |  |
| 1. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.
 |  |  |
| 1. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.
 |  |  |
| 1. The material has activities and assignments that reflect varied learning styles of students.
 |  |  |
| 1. The material includes appropriate instructional strategies.
 |  |  |
| 1. Project-based learning and related instructional approaches, such as problem-based, inquiry-based and challenge-based learning, are fully integrated into the material.
 |  |  |

**Pedagogical Approach:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Provides guidance for teachers throughout for how learning experiences build on each other to support students in developing a deep understanding of the content.
 |  |  |
| 1. Provides scaffolded supports for teachers to facilitate learning of the content so that students are increasingly responsible for making sense of the content.
 |  |  |
| 1. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.
 |  |  |
| 1. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.
 |  |  |
| 1. Includes appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, reviewed, and augmented with visual representations when appropriate.
 |  |  |
| 1. Allows teachers to access, revise, and print form digital resources (e.g., readings, labs, assessments, rubrics).
 |  |  |
| 1. Uses varied modes (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures of learning.
 |  |  |
| 1. Includes editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for assessing student performance and to support teachers in planning instruction and providing ongoing feedback to students.
 |  |  |
| 1. Provides multiple opportunities for students to demonstrate and receive feedback on performance of practices connected with their understanding of concepts.
 |  |  |

**Presentation and Design:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. The material has an aesthetically appealing appearance.
 |  |  |
| 1. Digital and print materials are consistently formatted, visually focused, and uncluttered for efficient use.
 |  |  |
| 1. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.
 |  |  |
| 1. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.
 |  |  |
| 1. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) is accurate and well-integrated into the text.
 |  |  |

**Technology:**

| **Standards** | **Justification: Provide examples from materials as evidence to support each response for this section. Provide descriptions, not just page numbers.** | **Rating(Reviewer Only):** |
| --- | --- | --- |
| 1. Technology and digital media support, extend, and enhance learning experiences.
 |  |  |
| 1. The material has “platform neutral” technology (i.e., cloud based) and availability for networking.
 |  |  |
| 1. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).
 |  |  |

For Questions Contact

Content & Curriculum – Curricular Materials

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